DOCUMENT RESUME

ED 262 942 RC 015 514

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TITLE Migrant Education Program. 1983 Annual Evaluation Report. Bulletin 1618.
INSTITUTION Louisiana State Dept. of Education, Baton Rouge. Bureau of Migrant Education.
PUB DATE 83
NOTE 72p.; For related document, see RC 015 515.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; Agency Cooperation; *Compensatory Education; County School Districts; Developmental Continuity; Educational Cooperation; Educational Needs; Elementary Secondary Education; Inservice Education; *Migrant Education; *Migrant Programs; Parent Participation; *Program Effectiveness; Questionnaires; Rural Education; State Programs; Student Evaluation; Summer Programs
IDENTIFIERS *Louisiana; Migrant Education Program

ABSTRACT

In Fiscal Year 1983 Louisiana's allotment for the education of children of migratory workers ($6,111,277) was used to conduct 37 regular school term programs and 15 summer school programs. An estimated 13,800 migrant children were served during the 1982-83 school year. Of all migrant children enrolled in Louisiana schools, 52.6% received services beyond the Migrant Student Record Transfer System--44.7% received instructional services and 38.1% received health and other support services. At the state level, program staff attended and conducted inservice training meetings, published a newsletter with a circulation of over 900, conducted 4 State Parent Advisory Council meetings, participated in cooperative projects with other states, and supervised the administration of the Louisiana Migrant Criterion-Referenced Tests. The program met its three highest priority goals: increasing basic skill performance of migrant students, providing inservice training and technical assistance to migrant program personnel, and improving continuity of educational experiences and support services for migrant students. In the future Louisiana's Migrant Education Program should use the Criterion-Referenced Tests primarily as diagnostic tools, improve assistance to secondary students, and find various ways of involving parents, especially rural parents. This report includes tabular data on program activities and students served. Among the appendixes are a program evaluation questionnaire and migrant population statistics by parish, 1976-1982. (JHZ)

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1983 Annual Evaluation Report Migrant Education Program

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L O U I S I A N A

State Department of Education
Migrant Education Program

ANNUAL EVALUATION REPORT
1983

Bulletin 1618

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This public document was published at a total cost of $496.89. One hundred-fifty copies of this public document were published in this first printing at a cost of $496.89. This document was published by Louisiana Department of Education, P. O. Box 94064, Baton Rouge, Louisiana 70804-9064, to provide information on available resources designed to provide vital services for migrant children, under authority of P. L. 97-35, Chapter 1, Education Consolidation and Improvement Act and regulations issued thereunder. This material was printed in accordance with the standards for printing by State agencies established pursuant to R.. S. 43:31.

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PREFACE

Agriculture is the second largest industry in Louisiana. Also, 10 percent of Louisiana's area is used in commercial freshwater fishing. The diverse variety of agricultural and fishing activities offers seasonal employment and opportunities to migrant workers.

Louisiana has come a long way and intends to go much further. Louisiana's Migrant Education program has experienced success because it has a good team -- a good team in the state office and a good team at the parish level, which produces more funds and better programs.

We have increased not only the enrollment but also the quality of services rendered to the migrant child. The migrant child is the major concern of the SEA and the LEA. The administration and organization of the projects are locally structured with periodic monitoring and directives from the SEA providing freedom to the parishes in meeting the needs of the migrant child.

In the area of support services, interagency cooperation has been the focal point in the 80's. The summer projects held screening clinics and made referrals to the proper resource. Preventive health education was included in the summer programs through the use of films, color books, comic books, charts, etc., all relating to dental care and nutrition. The summer and regular projects are utilizing the migrant nurses' health program by prorating salaries with other programs and making full use

of the resource outlined in the resource handbook which has specific guidelines and directives for the nurses.

The State Department of Education theme for the State Fair was "Reaching Out Through Education." The migrant dissemination team once again exhibited its talents with a complementary theme, "Migrant Education Measures Up."

INTRODUCTION

Louisiana's allotment for the education of children of migratory workers totaled $6,111,277. Using these funds, a total of 37 regular term programs covering 39 parish school districts and 15 summer school programs were conducted. A staff of 10, including two secretaries and three terminal operators, provided policy, monitoring, and technical assistance at the state level.

This evaluation, as required by Federal guidelines covering grants for migratory children, addresses three issues: 1) operation of the Louisiana Migrant Education Program, 2) performance of local Migrant Education Programs, and 3) objectives as set forth in the FY 83 Louisiana State Plan.

The data for the compilation of this evaluation were collected through the use of an evaluation form provided by the state and completed by local directors and during on-site evaluations conducted by two members of the state staff. In addition, pretest and posttest results of the Louisiana Migrant Criterion-Referenced Test were analyzed at the State level as were reports from the Migrant Student Record Transfer System.

There are three major sections in the report. The first provides information on the activities at the State Level. The second section deals with the local level during the regular and summer school programs. The conclusions and recommendations constitute the final section.

SECTION I

STATE ACTIVITIES AND ACCOMPLISHMENTS

Louisiana has a growing program in the education of migratory children. The funding for the ECIA Chapter 1 Migrant Education Program for FY 83 was $6,111,277. Only $228,561.76 was used in the administration of the program at the State level. The remainder provided educational assistance and support services to migratory children in 39 parishes during the regular school year through 37 funded projects, summer assistance through 15 summer school programs, and 14 recruitment projects. Figures 1 and 2 show location and coverage.

STAFF UTILIZATION

Mr. Ronnie Glover, director of Migrant Education in Louisiana, serves as a representative of the Central Stream on the Executive Committee of the National Association of State Directors of Migrant Education.

The MSRTS Coordinator in Louisiana provides the training and technical assistance to local MSRTS Specialists throughout the State. The remainder of the MSRTS staff consists of three terminal operators.

The Supervisor for Recruitment is responsible for the exemplary recruitment operation in Louisiana that has catapulted Louisiana to its current position in Migrant Education. The dissemination aspect of the program is also a part of the supervisor's responsibilities.

The administrative workload falls to the Supervisors of Instruction and Evaluation and Supportive Services. The Supervisor of Instruction and Evaluation provides technical assistance in program development and administers the Criterion-Referenced Testing program along with developing the annual evaluation. The on-site evaluations are conducted by both supervisors. The Supervisor of Supportive Services is responsible for parental involvement as well as health and other services in the support area.

There are two secretaries to care for the flood of paperwork created by the staff. They also assist in the area of MSRTS at peak periods.

INSERVICE TRAINING

Louisiana state staff members attended many informative and productive meetings during the past year in addition to providing training to local personnel throughout the state. (1) SEA staff members attended the following meetings as participants:

July 1982

21-23
NASDME Executive Committee - Washington, D.C.

August 1982

9-12
MSRTS Regional Training - Corpus Christi, Texas

17 and 25
IMPAC Workshop - Baton Rouge, Louisiana

September 1982

1
IMPAC Workshop - Baton Rouge, Louisiana

1-3
MSRTS Quarterly Workshop - Little Rock, Arkansas

October 1982

13-15
LASAFAP Conference - Bossier City, Louisiana

19
Microcomputer in Education Conference - Natchitoches, Louisiana

November 1982

23
Louisiana Association of Educators Conference - Lafayette, Louisiana

February 1983

1-3
MSRTS: Format Workshop - Little Rock, Arkansas

April 1983

20-22
MENDIC Workshop - New Orleans, Louisiana

May 1983

3-6
17th National Migrant Education Conference - Portland, Oregon

12
Microcomputer Workshop - Port Allen, Louisiana

18-20
SE Regional Migrant Educators' Training - Atlanta, Georgia

(2) SEA staff members conducted the following training sessions:

September 1982

2
Migrant CRT Workshop - Lockport, Louisiana

8
Nurses Inservice Training - Plaquemine, Louisiana

20-21
Migrant Recruiter Workshop - Monroe, Louisiana

26-28
MSRTS Specialist Workshop - Natchitoches, Louisiana

October 1982

5
Parent Advisory Council Training - Natchitoches, Louisiana

December 1982

6
MSRTS: Secondary Credit Exchange Workshop - Monroe, Louisiana

7
Parent Advisory Council Training - St. Joseph, Louisiana

January 1983

18-20
Project Writing Workshop - Tallulah, Louisiana

February 1983

1
Parent Advisory Council Training - Baton Rouge, Louisiana

March 1983

4
MSRTS Workshop - Leesville, Louisiana

16
MSRTS Workshop - Jonesville, Louisiana

April 1983

19
Parent Advisory Council Training - Hammond, Louisiana

June 1983

5-8
9th Annual Louisiana Migrant Conference - New Orleans, Louisiana

DISSEMINATION

The Louisiana Migrant Education staff is committed to the principle of continuing effective communication among personnel in the program throughout the state. In furthering the dissemination of Migrant Education activities, occurrences, legislation, and functions, the newsletter En Route, with a circulation in excess of 900, is distributed not only throughout the state but also to other states and Washington, D.C., and is kept on file at the Research Library of the Louisiana Department of Education. It not only serves as a valuable public relations tool but also as a most effective vehicle for public information.

Issues of En Route were entered in the Twelfth Annual Awards Program for excellence in communication sponsored by the National Association of State Department Information Officers. The publication received the Award of Distinction for Education Communication for 1983.

PARENTAL INVOLVEMENT

During FY 83 there were four meetings of the Louisiana State Parent Advisory Council. The meetings were held in various locations in an effort to provide an opportunity for more parents to be involved. Locations and dates of the meetings were as follows:

Natchitoches, Louisiana	October 5, 1982
St. Joseph, Louisiana	December 7, 1982
Baton Rouge, Louisiana	February 1, 1983
Hammond, Louisiana	April 19, 1983

At the first meeting of the fiscal year, Nancy Patterson introduced a parent handbook developed for Louisiana migrant parents by a local program, in conjunction with the state migrant office. A guest speaker from Natchitoches conducted a workshop on the Special Program to Upgrade Reading.

In St. Joseph, an informative workshop was conducted on activities for parents and their children to establish good study habits.

At the third meeting, the State Plan for Migrant Education was presented by Director Ronnie Glover. Dr. David Jimenez conducted a workshop based on the Texas-Indiana Interstate Project.

New PAC officers were elected in Hammond for FY 84. An attorney with the Farmworkers Legal Assistance Project explained how this program provides legal assistance to migrant and seasonal farmworkers in Louisiana. Two National Football League players, working as counselors in the Goals for Youth Program in Louisiana, shared some of the successes of migrant students brought about by this program. A motion was passed to accept the State Plan as presented; no comments were submitted.

INTERSTATE COOPERATION

Louisiana participated in several projects with other states during the year. Special 143 projects that Louisiana acted as fiscal agent for were 1) Migrant Education National Dissemination and Information Center (MENDIC), and 2) Career

Awareness. Other Section 143 projects in which Louisiana participated were 1) Computer Assisted Instruction for Migrants (CAIM), 2) Parent Involvement, 3) Staff Development, 4) Migrant Education Recruitment and Identification Task, and 5) Special Needs for Handicapped Migrant Students.

Mr. Glover was a member of the National Association of State Directors of Migrant Education (NASDME) Executive Committee as a representive of the central stream. Dr. Robertson and Ms. Guillory were members of the NASDME Technology in Education Committee.

Ms. Ourso was on the national conference planning committee to assist Oregon and Idaho with the 17th National Migrant Education Conference.

CONSTRUCTION AND EQUIPMENT

All construction and equipment purchased with migrant monies were requested by the local agency with the need and approved at the state level prior to any action being taken.

Construction

No construction was carried out with migrant funds during the year.

Equipment

Louisiana added two new projects into the summer school program and one project into the regular term program. These additions required the purchase of some office

equipment. Instructional equipment was the major area of purchase during the year.

Table 1 contains a list of all equipment purchased during FY 83.

TABLE 1

Migrant Equipment Purchased

FY 83

Equipment	TYPE	
	Instructional	Non Instructional
Bookcase	3	
Calculator		1
Chair	5	4
Collator (rotary)		1
Desk	1	3
File Cabinet	4	1
Filmstrip Projector	1	
Listening Center	1	
Microcomputer System	3	1
Networking System	1 (8)	
Record Player	4	
Screen (60 x 60)	1	
Storage Cabinet	1	
Tape Recorder	6	
Typewriter		1

NEW PROGRAMS

A new regular term program was added in Assumption Parish during FY 83, along with two new summer school programs. These were located in Madison Parish (Delta Community Action Agency) and Union Parish (Union Community Action Agency).

SECTION II

LOCAL PROGRAM ACTIVITIES AND ACCOMPLISHMENTS

During the 1982-83 school year, 37 Migrant Education programs were in operation in Louisiana. A diversity of methods was used in providing supplemental educational assistance to migratory children. The programs included Computer-Assisted Instruction, English-as-a-Second-Language, in-the-classroom assistance, pull-out tutorial and after-school instruction, or homework assistance in the homes.

There were 15 Migrant Education programs in operation during the summer of 1983.

EXEMPLARY PROGRAMS

Migrant children have special needs which challenge educators to design projects with an innovative approach. A program may not be structured as an exemplary project, but an innovative teacher, director, or health educator or an unforeseen barrier that must be circumvented, turns it into a special program. Although no mention of specific events is made, through Louisiana's monitoring system and technical assistance visits, it is evident that Louisiana has numerous exemplary programs.

The following comments were made by the LEAs concerning the most effective aspects of their program:

Regular

"The one-to-one individualized tutorial approach, with papaprofessionals working under the supervision of certified teachers, works well for migrant students. The self concept of students is greatly improved using this method of instruction." (Acadia Parish)

Instructional: "The most effective aspect of the program this year involved coordination and establishment of a small tape and record library for use by migrant students." Supportive: "We include all migrant females in the 'Girl Talk' lectures given each term in grades 5 and 6. These films and lectures help the girls to understand what is happening to their bodies in respect to maturation and growth and in turn assists in accepting young adulthood, without the suspicion and misinformation (SIC) which usually accompanies this process in the migrant female." (Allen Parish)

"...the most effective and timely aspect of the Avoyelles Migrant Program continues to be the Medical Component. The students are diagnosed for medical problems and are referred for immediate attention if the need arises. Another effective aspect of our program is the individual attention that is provided migrant students by all personnel involved...." (Avoyelles Parish)

"The most effective aspect of our program was the ability of aides to provide necessary remedial activities prescribed by teachers." (Beauregard Parish)

"This year this program made extensive use of reading centers and teacher-prepared instructional folder games." (Caldwell Parish)

"The tutorial approach remained as the mainstay of the migrant education program, especially in grades 1-4. Some use of a diagnostic prescriptive technique was made with upper grade students." (Cameron Parish)

"The microcomputer added a new dimension to the program. This learning tool served as motivation as well as a vehicle for reinforcement and practice of language skills." (East Baton Rouge Parish)

"The most effective aspect of our project was a new approach with the use of our computer at Dry Prong Junior High. Our students were highly motivated and progressed at a higher rate." (Grant Parish)

"The most effective aspect of the program was teaching for mastery of the skills on the Louisiana State Migrant Criterion Reference Tests. We found a significant gain in pretest and posttest scores." (Iberville Parish)

"The most effective aspect of our project has been the close contact the tutors have with the students." (Jefferson Davis Parish)

"The most effective aspect... is the availability of an aide that speaks Vietnamese in an elementary school setting where most of the migrant children are Vietnamese. This enables the aide to teach these young children English, not only teaching them the language and pronunciation, but also being able to provide a cross-reference in Vietnamese as to the meaning of the new English words...." (Lafourche Parish)

"New approaches were increased involvement and small PAC meetings at each school site." (Orleans Parish)

"One of the strengths of our program is the type of instruction which is frequently one teacher to one migrant student." (Ouachita Parish)

"The students responded to Xerox book distribution with increased interest in reading." (Plaquemines Parish)

"The most helpful aspect of this project... was the addition of an itinerant teacher. This enabled us to offer instruction beyond the capabilities of teacher aides and tutors." (Rapides Parish)

"We have found small electronic learning aids to be highly motivating with the younger students...." (Red River Parish)

"The use of microcomputers to give practice and reinforcement was used at one of the schools. It is very innovative and shows promise of the future." (St. Landry Parish)

"The management system incorporated in our program includes a long range lesson plan, skill mastery, and activities furnished to teachers. A referral system for supplemental materials has been the most successful new component of the program." (Tangipahoa Parish)

"The most effective aspect of our program... was the tutoring given to migrant students in a classroom setting." (West Baton Rouge Parish)

"The most effective aspect... was the aides. They proved to be an asset because they were able to work with individual migrant students; therefore, concentrating on the student's weakest subject areas." (Winn Parish)

Summer

"A diagnostic prescriptive approach continued to be the major instructional technique employed in the program. This year an art education component was added to the program and was well received by the participating students." (Cameron Parish)

"The most effective aspects of this project were the small classes with individual instruction." (Delta CAA)

"The language experience approach to teaching reading was the most effective aspect of the program." (East Baton Rouge Parish)

"The migrant students participating in the summer program have become very aware of the job opportunities through the Career Education component." (Orleans Parish)

"We had the most success in correlating the project with the state mandated compensatory education program and providing special assistance to those required to enroll in the compensatory education program." (Rapides Parish)

"There are two aspects of the summer program that should be described: 1. A language development program where students who could speak little or no English were pulled from their classes and spent approximately one hour with a para-professional who was proficient in their native language and English; 2. A special laboratory situation was developed making micro-computer instruction and System 80 instruction available for about twenty minutes each day for most of the students. Also, an effort was made to get high school students into the summer program by offering small engine repair. The students received the program very enthusiastically." (St. Landry Parish)

CHILDREN SERVED

The estimated number of migrant children served during the 1982-83 school year in Louisiana was 13,800.

There were 42 of the 64 parishes covered by a Migrant Education Program, and they contained 11,620 migrant students, which is 92 percent of the total enrolled. Of all school-aged migrant children enrolled in Louisiana, 52.6 percent received services beyond MSRTS. Instructional services were provided to 44.7 percent of the migrant

students with migrant monies, and 38.1 percent received health and other supportive services.

Only 15 Migrant Summer School Programs were conducted. Of the 6,448 eligible migrant students in the 15-parish area covered by these programs, 38.9 percent, or 2,507 students, received instructional services. Statistics are shown in Table 2.

Each school system in Louisiana uses a nationally normed test for ECIA Chapter 1 selection. The same test was used to determine grade placement of migrant students. In addition, parishes that participated in a regular term Migrant Education Program used the Louisiana Migrant Criterion-Referenced Test in reading and mathematics in October 1982, as a diagnostic instrument to write individualized academic prescriptions. Frequent coordination with the regular classroom teacher ensured that each migrant student was working at the correct functional level. Class/grade placement in summer school was based upon performance during the regular school year and results of the Louisiana Migrant Criterion-Referenced Test.

In the regular classroom the teacher-pupil ratio averaged 1 to 28. In the migrant class the ratio was 1 to 5 at one time, but each teacher or aide had a workload averaging 22 students. The average summer class size was 13 students, but ranged from nine for a low to a high of 24.

TABLE 2

Services to Students by Parish

PARISH	TOTAL ENROLLMENTS	FTE	MSRTS + Instructional and Supportive Service	MSRTS + Instructional Service	MSRTS + Supportive Service	MSRTS Only
Acadia	169			51		118
Allen	169		54		105	10
Ascension*		42				42
Assumption*	376			102		274
Avoyelles			84		19	5
Beauregard	124			65		59
Bienville*		40				40
Bossier*		91				91
Caddo*		56				56
Calcasieu*		40				40
Caldwell	171		112		49	10
Cameron	224			34		190
Claiborne*		80				80
DeSoto	80			26		54
East Baton Rouge	597			60		537
East Carroll*		80				80
East Feliciana*		37				37
Evangeline	137		61			76
Franklin	164			28		136
Grant	178		140			38
Iberia*		101				101

PARISH	TOTAL ENROLLMENTS	FTE	MSRTS + Instructional and Supportive Service	MSRTS + Instructional Service	MSRTS + Supportive Service	MSRTS Only
Iberville	477		436			41
Jackson	102		102			
Jefferson	1,245			659		586
Jefferson Davis	147		57		68	22
Lafayette*		15				15
Lafourche	388			115	72	201
LaSalle CAA	424		106		248	70
Lincoln*		60				60
Livingston*		114				114
Madison*+		114	(32)			114
Morehouse	118		59			59
Natchitoches	528		296		148	84
Orleans	1,846		1,175		616	55
Ouachita	203		105			98
Plaquemine	137			76		61
Pointe Coupee	110			40		70
Rapides	317		106		82	129
Red River	69			40		29
Richland*+		563	(150)			563
Sabine	166		87			79
St. Bernard		0				0
St. Charles*		10				10
St. Helena	124			50		74
St. James*		38				38
St. John*		4				4

PARISH	TOTAL ENROLLMENTS	FTE	MSRTS + Instructional and Supportive Service	MSRTS + Instructional Service	MSRTS + Supportive Serice	MSRTS Only
St. Landry	167			87		80
St. Martin	173		64		109	
St. Mary	269		102		100	67
St. Tammany*		46				46
Tangipahoa	739			390		349
Tensas	109		73			36
Terrebonne	865			350		515
Union*+		105	(30)			105
Vermilion*		85				85
Vernon	104			62		42
Washington*		104				104
Webster		7				7
West Baton Rouge	286			186		100
West Carroll*+		375	(120)			375
West Feliciana		2				2
Winn	118			60		58
City of Monroe*		44				44
City of Bogalusa*		10				10
TOTAL	11,620	2,263	3,219	2,481	1,616	6,675

* FTE is provided for non-participating parishes since that number more closely represents the number of children present at any given time.

+ Parish participates in summer school program only.

PROGRAM INTEGRATION

The Migrant Program supplemented and cooperatively reinforced the regular programs by providing the following activities:

1. Providing remedial and tutorial instruction in the areas of reading and mathematics at the elementary and junior high levels;

2. Providing increased language development to Limited-English Proficient students;

3. Identifying specific needs and interests through conferences with individual teachers;

4. Using the parish school sites for the purpose of instruction;

5. Providing field trips to vocational schools, universities, airports, zoos, and libraries; and

6. Participating in school programs and functions such as assembly, carnivals, school projects, and school food services.

In each summer program, school plants were provided at little or no cost to migrant funds. Excess supplies were used in some cases as well. To further enhance the image of the program, regular term nonmigrant teachers filled most of the staff positions during the summer term.

INTERRELATIONSHIP WITH THE CHAPTER 1 PROGRAM

The regular ECIA Chapter 1 programs and the Chapter 1 Migrant Programs complemented one another in Louisiana. The vast majority of the local directors of Migrant Education were either directors or supervisors in the regular Chapter 1 program.

Every effort was made to provide as much educational assistance to migrant students as possible. Formerly migrant children received the services, benefits, and academic programs offered by Chapter 1 programs when they met the selection criteria. Active migrant children also received Chapter 1 program services whenever possible. No migrant child was denied Chapter 1 services solely because of Migrant Education eligibility. The regular Chapter 1 programs provided for those migrant students who were unreachable because of lack of funds or personnel in the Migrant Education summer programs.

Of the 15 directors of Migrant Education summer programs, six are Chapter 1 personnel. The responsibility for directing the program was over and above their regular duties.

In parishes in which a Chapter 1 summer school was conducted, the Migrant Education program took second seat. Any child meeting the Chapter 1 criteria attended the Chapter 1 sessions. This accounted for a portion of the

reason a small number of migrants were served by Migrant Education.

NONPUBLIC SCHOOL PARTICIPATION

There were no nonpublic schools in Louisiana in which Migrant Educational Programs were implemented. Migrant students enrolled in nonpublic schools are provided the same supportive services as those in public schools when permission is granted.

SPECIAL AREAS

Louisiana regular term migrant programs, while concentrating on the basic skills in reading and math, provide language development instrument in areas of high concentration of limited or non-English speakers.

Language Development

High concentrations of Indo-Chinese cultures are found in East Baton Rouge, Jefferson, and Orleans parishes. Each parish approached the problem of limited English speaking ability differently. In East Baton Rouge a native English speaker and an aide of Indo-Chinese background worked with small groups to increase English abilities at the elementary level. Orleans Parish followed much the same procedure using an English speaking teacher as supervisor of, and co-worker with, an associate teacher who is of non-English speaking background and speaks the language of the students. Language therapists are used in Jefferson Parish to provide

language development to limited or non-English speaking migrants.

East Baton Rouge and Orleans Parish continued their efforts in English development into the summer program.

Caldwell Parish is called home for several months each fall by Hispanic migrants. Most of these migrants do not speak English. The migrant teacher in the parish is an ex-migrant and speaks Spanish. The program provided bilingual instruction to the Spanish-speaking and also provided interpreters for the parents.

Vocational Skills

Tangipahoa Parish began a career awareness program for secondary students. This program involved remote IBM terminals tied with the main frame computer of the Louisiana Department of Education in Baton Rouge with Discover loaded. The program also was carried out with the use of the curriculum guide produced by the migrant program in FY 81.

During the summer program Orleans Parish provided career awareness classes for secondary students. Tangipahoa Parish expanded the career awareness into the lower elementary grades.

STAFF UTILIZATION

Migrant staff members are used in various ways depending upon the type of program a parish conducts. A list of positions and the number of personnel at each position across the State are contained in Table 3.

All five parishes in which the staff members worked in the regular classroom with the migrant child used only aides or paraprofessionals. The aides are itinerant, moving from classroom to classroom working with individual migrant students or small groups of students consisting of migrant and nonmigrants where grouping was by ability.

In parishes that used a pull-out method of instruction, a wide variety of staff combination was used. While one parish used only certificated teachers to work with one to five students pulled from the regular classroom, another required only an aide who had only a high school diploma, to work with the same number of students.

Other parishes used a teacher/aide team to assist the students, and Orleans Parish used a teacher/associate teacher team in there ESL program. Jefferson Parish used teachers, aides, and speech therapists to provide language instruction to non- or limited-speakers of English.

After-school instruction was provided by teachers or teacher/aide teams in four parishes. St. Landry Parish provided homework assistance to migrant students after school through high school students.

Every project was required to employ an MSRTS specialist. The specialists maintain the academic records and, when no nurse is employed, the medical records for MSRTS. Many of these persons assist in the coordination of the program since most of the directors are not paid by migrant funds and have accepted the responsibilities as an additional duty.

TABLE 3

LEA MIGRANT STAFF
(FTE)

UTILIZATION

	Regular	Summer
Administrative	10.0	13.0
Instructional		
Curriculum Specialist	2.3	4.0
Teacher	55.0	155.0
Aide	155.5	123.0
Language Therapist	4.0	
Supportive		
Clerical (not MSRTS)	6.4	3.0
Health	13.1	6.0
Recruiter	16.0	
MSRTS Specialist	29.8	
Nutrition		6.0
Pupil Transportation		25.3
Social Worker	1.0	1.0
Evaluator	0.1	
Computer Specialist	2.0	
Counselor		9.0
Custodian		11.7
TOTALS	294.2	360.5

Nurses and social workers were used to ensure that personal health needs were met to enable the children to receive equal opportunities in school. While nurses provided health care, the recruiters made home visits to interview family members and identify those eligible for services under the migrant program.

During the summer term, classes are conducted in a manner similar to that of a regular classroom. There were neither pull-out nor afternoon sessions.

No recruiters are shown in the summer projects since those personnel are 12-month employees and funded in regular term projects.

INVOLVEMENT

LEAs involved the civil and volunteer organizations in the surrounding communities as the opportunity arose. Commercial resources and parents were also used in the instructional and supportive processes of the projects, and parents were involved in the implementation and evaluation of the projects.

Community Involvement

Some LEAs had a vast supply of local resources available, while others were devoid of community resources. The two largest institutions lending assistance to local programs were churches and universities.

Churches donated clothing and food and provided assistance in health care instruction by giving several hundred health kits containing toothpaste and brushes, soaps, and other health items.

Universities and colleges around the State made available their facilities, as well as professionals with expertise in various areas.

Doctors, dentists, and community and parish health centers provided either free or low cost treatment to eligible migrants to enable them to receive the maximum benefits from the educational system.

Parental Involvement

All LEAs were required to have an active Parent Advisory Council. As monitoring was conducted, however, many of the local projects were found to be having great difficulty establishing this essential function.

Besides serving on advisory boards, parents were visited in the homes and requested to provide assistance to their children while at home. They were invited to visit in the classrooms and assist in planning field trips and classroom instruction. Table 4 depicts the activity of parents.

TABLE 4

Parental Involvement

The number of parents involved in separate aspects of the program were as follows:

Project Planning	245
Project Implementation	
Assistance in Classroom Activities	142
Assistance in Supportive Services Activities	125
Employed in Projects	22
Project Evaluation	105

The total number of parents involved in at least one activity was 557. There were 358 parents in local parent advisory councils, and the State Parent Advisory Council had 46 parents in membership.

DISSEMINATION

Local directors took advantage of the media to publish the progress and activities of the migrant program. News releases were widely used, and the radio stations invited participation as shown in Table 5. Table 6 indicates that even during a short term project, the media cooperate with the migrant program in Louisiana.

TABLE 5

Dissemination During Regular Term

	News-paper	Radio	T.V.	Organizations			Par.
				Sch.	Civ.	Vol.	
News Releases	77	18	8				
Letters	26	4		122	6	3	124
Appearances	9			88	17	1	91
Brochures				51			39

TABLE 6

Dissemination During Summer Term

	News-paper	Radio	T.V.	Organizations			Par.
				Sch.	Civ.	Vol.	
News Releases	23	6	2				
Letters	203			6			23
Appearances	5			27			5
Brochures				2			2

INSERVICE ACTIVITIES

Inservice activities are provided on both the local and state levels. State level inservice training was confined primarily to the Eighth Annual Louisiana Migrant Conference held in New Orleans in June 1982. Regional and statewide training sessions were held for MSRTS Specialists as well as for recruiters. On the local level each parish provided training dealing with aspects pertinent to the individual project.

Table 7 displays a breakdown by position of the number of migrant staff who received training during the school year.

PROGRAM EFFECTIVENESS

Comparison of test scores on pretests and posttests for a program such as Migrant Education is futile. First of all, the subjects are constantly moving into and out of the program. Obtaining a pretest and a posttest score on an active migratory child is highly improbable; thus the opportunity to evaluate the effect of the program upon the child for whom the program was intended is eliminated. If, by chance, two test scores are obtained, the change cannot be attributed to the local efforts but to those of some distant educational system.

Going further, because the migrant program is supplemental to the regular program of a system, the effects of an integrated program cannot be separated from the overall growth. To claim the responsibility of the total

TABLE 7

LEA STAFF DEVELOPMENT
(Regular and Summer)

Level of Workshop	CATEGORY			
	Admin.	Inst.	Supp.	Parents
Local	64	383	79	142
State	79	154	89	42
Regional	15	23	12	
National	24	5	13	
Topic of Workshop				
General Program Orientation	67	413	80	118
Curriculum/ Instruction	46	343	49	53
MSRTS/SIS	43	237	69	4
Recruitment	24	61	36	20
Cultural Awareness	25	107	24	101
Health	14	129	55	57
Parental Invol.	38	128	34	263
Other	4	14	2	

academic growth of a student would be an injustice to the school system.

For these reasons, Louisiana has compiled statistics dealing with the number of children touched by the migrant programs throughout the State. The 39 parishes served by migrant regular term education projects and the four parishes participating in summer school projects are called home only during some part of the year for 92 percent of Louisiana's migrant population. Migrant Student Record Transfer System (MSRTS) services are provided to 100 percent of Louisiana's migrant population between birth and 21 years of age.

In addition to MSRTS in participating parishes, 44.7 percent of the school aged migrant population receive instructional assistance. Instructional assistance alone is provided to 19.3 percent, while the additional 25.4 percent receive instructional and supportive services.

Some 12.7 percent of those students enrolled in participating parishes receive only supportive services in addition to MSRTS service. Appendix D contains these data.

Regular Term

Table 8 provides a breakdown by migrant status of the 15,699 students enrolled in the 39 participating parishes. The eligible activities are almost evenly divided, with 60 percent farming and 40 percent fishing. Louisiana, with its moderate climate, has become a home for a large percentage of migrants, with 64 percent of the population in the

participating parishes carrying a status of formerly migrant and another 17 percent being intrastate.

TABLE 8
Migrant Status of Students
in 39 Participating Parishes

(Regular Term)

Migrant Status	Number	Percent	
1	1582	10.1	
2	1815	11.6	59.7
3	5974	38.1	
4	1389	8.8	
5	831	5.3	40.3
6	4108	26.2	
TOTALS	15699	100.0	100.0

Instructional assistance was provided in grades K through 12 and included, but was not limited to, reading, language arts, and mathematics. Table 9 gives a breakdown of the type of instruction and number of students by grade.

Table 10 displays numbers of students receiving various supportive services and the amount of cooperation with other agencies that was involved.

TABLE 9

Regular Term Instructional Services
by Grade

Instructional Services	Grade												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading	184	523	521	539	469	491	397	258	231	160	75	22	18
ESL	86	226	221	188	218	161	124	124	101	93	62	79	63
Other Language Arts	94	190	206	203	232	190	151	136	141	88	60	69	50
Mathematics	172	420	446	397	428	439	394	292	257	181	85	74	60
Social Science	3	1	1	2	2	12	18	14	29	22	10	7	4
Natural Science			5	5	3	5	13	15	19	16	18	13	6
Career Awareness/ Counseling	22	42	46	38	39	46	40	24	20				
Computer Instruction		42	46	38	39	46	40	24	20				
Art	5	10	10	7	4	13	10	3	3	3			

TABLE 10

Regular Term
Supportive Services

Screening/ Examination	Funding Source		Follow-up Treatment Funding Source	
	Migrant	Non Migrant	Migrant	Non Migrant
Visual	1916	2076	152	636
Audio	1494	2151	41	557
Physical	1788	855	106	71
Dental	1738	760	142	567
Immunization	1472	803	145	616

Service	Migrant	Non Migrant
Health Education	1257	2345
Immunization up-date on MSRTS	2780	
Prevent dental	914	256
Medication Purchase	28	
Counseling	1125	1354
Transportation	418	1495
Home visits	271	141

Summer Term

Table 11 provides a breakdown of academic areas of services by grades for the 1983 migrant children enrolled in summer school. In addition to reading and mathematics, large numbers were given instruction in English as a Second Language, Career Awareness, and Art. There is a discrepancy in the numbers shown participating in P.E./Recreation since the activity was included in nearly every program, but individual reports did not indicate numbers.

Supportive services, unlike those during the regular term, were cared for internally almost exclusively. Without the benefit of other programs operating simultaneously, there was no one to share the responsibility of assistance. Summer school supportive services are shown in Table 12.

Unsuccessful Activities

Individual programs indicated that all activities attempted during the regular school year were successful. However, through on-site visits, little or no success was noted in the areas of secondary tutoring and parental involvement.

The School Tuition for repeat subjects, to enable a student to participate effectively in instructional services, met with little success because of the lack of student initiative.

Gaps Remaining

The regular term programs are apparently meeting the needs of the migrant children in their local area. There

TABLE 11

Summer School Instructional Services
by Grades

Instructional Services	Grade													
	K	1	2	3	4	5	6	7	8	9	10	11	12	U
Reading	151	320	316	269	292	254	201	140	81	108	57	2		
ESL	124	215	208	168	171	164	99	81	50	94	53	44	52	
Other Language Arts	63	244	226	186	193	179	120	94	50	94	53	44	52	
Mathematics	112	274	271	232	253	224	201	140	91	108	57	46	52	
Social Science	12	15	15	15	27	21	20	13	11	1				
Career Awareness							23	14						
Small Engine Repair							2	2	2	6	2	2		
P.E./Recreation	53	67	65	53	73	47	59	38	17	9	2	2		
Art	89	103	88	75	96	76	56	32	13	5				

TABLE 12

Supportive Services
Summer School

Screening/ Examination	Funding Source		Follow-up Treatment Funding Source	
	Migrant	Non Migrant	Migrant	Non Migrant
Visual	524		36	1
Audio	210		6	
Physical	458		46	3
Dental	502		233	105
Immunization	129	117		

Service	Migrant	Non Migrant
Health Education	849	
Immunization up-date on MSRTS	453	
Prevent dental	870	
Medication Purchase	22	
Counseling	572	
Transportation	776	
Home visits	166	
Nutrition	49	

are, however, still several areas that have significant migrant populations in which there is no active Migrant Education Program. There are also some programs that are not reaching all the children who could be served with their available resources. These have been pointed out, and steps are being taken to correct the lack of coverage.

SECTION III

CONCLUSIONS AND RECOMMENDATIONS

In an attempt at meeting the unique academic needs of migrant children, the State of Louisiana has established several main objectives that are general in nature and of long range. From these, the three most important objectives against which program success was measured are listed below. Collectively, they demonstrate the relationship between the SEA and the LEA in the State of Louisiana and determine the nature and scope of State plans and activities.

The three most important objectives against which success was measured:

1. To direct in the State of Louisiana a Migrant Education Program which will increase basic skill performance of children of migratory agricultural workers and fishermen.

   a. To have all school-aged migrant children and youth enrolled in a regular and summer school program for the period of their residency in Louisiana. (Instructional)

      Regular term projects are conducted in areas containing 92 percent of all eligible migrant students. Because of population distribution all the eligible students cannot be served. Therefore, only 57 percent of Louisiana's migrant population is served during the regular term, but the percentage is increasing each year.

      Many of the summer school enrollments are the same students served during the regular term except in Richland and West Carroll Parishes which conduct only summer school migrant programs. The percentage of Louisiana's migrants served during summer school is 15. (on-going)

   b. To plan, develop, and implement educational programs with local educational agencies

which will include instruction, health, and support services. (Instructional and Supportive)

Louisiana added five new parish programs to the roster of participating programs. (Continuing)

c. To provide staff development activities which emphasize reading, mathematics, and oral language achievement goals which will sensitize educators to the migrant child's way of life. (Instructional)

The objective was met by the Louisiana Migrant Conference held in June 1983 and through local inservice workshops.

d. To monitor consistently each local project to provide administrative support including fiscal management, planning, evaluation, and training services.

Every program was visited at least once during the project period, and the Supervisors for Instruction and Supportive Services answered many calls for technical assistance.

e. To improve the involvement of migrant parents in the education of their children. (Supportive)

The objective was met at both the State and local levels.

f. To promote coordination among local, State, and Federal resources to secure and ensure services from all available sources for migrant children. (Supportive)

The objective was met.

2. To provide inservice training and technical assistance to program personnel in the development, implementation, operation, and evaluation of the <u>total</u> migrant program.

a. A three-day State Migrant Conference for all migrant personnel will be conducted. (Supportive)

b. Two one-day workshops will be conducted for local project directors to provide assistance in improving management techniques during the project year.

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c. The SEA staff will provide additional technical assistance at the local level in the form of inservice workshops as needed. (Supportive)

d. Three two-day workshops will be conducted for all recruiters during the project year. (Supportive)

e. The SEA will continue to offer the LEAs assistance in completing the National Migrant Student Record Transfer form. (Supportive)

f. The Louisiana Migrant Office will provide inservice training to staff members that will acquaint them with services provided by other agencies, including job placement, housing assistance, legal and social services, and medical services. (Supportive)

All objectives were achieved in full.

3. To encourage coordination of intrastate and interstate projects to provide continuity of educational experiences and supportive services.

a. The SEA will identify exemplary LEA programs and disseminate information concerning their operational design. (Instructional and Supportive)

b. The SEA will further develop a systematic approach for assessing and diagnosing all kindergarten and primary students. (Supportive)

c. The Louisiana Migrant office will continue coordination of efforts with those agencies in the State of Louisiana that offer services to migrant populations. (Supportive)

d. The Louisiana Migrant office will exchange migrant program research results with other states. (Instructional and Supportive)

e. The SEA will assist the LEAs in securing medical, dental, and nutritional care for all migrant children. (Supportive)

The objectives were achieved but are on-going.

CONCLUSIONS

1. Louisiana's educational support to children of migratory families is continuing to grow. The number of participating parishes/agencies in the regular term increased

from 36 to 37 and encompasses 92 percent of the migrant population.

2. The Louisiana Migrant Criterion-Reference Tests in the areas of reading and mathematics have been shown to be reliable. The KR-20 reliability coefficients range from .938 to .968 for the math tests and .867 to .968 for the reading tests.

   The tests were constructed by reading and math specialists from systems across the State of Louisiana. Minimum standards were adhered to in every test. The construct validity, therefore, is high.

   The use of the tests as an evaluative instrument with little concern with the results as diagnostic does not produce high content validity. Also, detracting from the content validity was the use of the "English" tests to evaluate limited or non-English speaking students.

   Because of the manner in which the test was used, the results cannot be construed as truly representative of the educational growth of the migrant children in Louisiana.

3. Parental involvement is not equated with a Parent Advisory Council in Louisiana. Although every LEA is required to have a functioning PAC, the involvement goes deeper than that. The role of the parent as a teacher is stressed in Louisiana and can be identified during monitoring visits. Parents provide transportation, meeting locations, and homework assistance to their children. Although most parents are too busy to attend meetings because both work or have very young children, there has been much information exchanged in home visits or telephone calls by local staff members.

   To have equal representation of active migrants in a PAC is unrealistic. Because of movement patterns, Louisiana does not maintain an active family in one location long enough for a parent to attend more than one meeting of a PAC. At the first meeting of a PAC a person has visitor status and can make suggestions, but normally has not been on location long enough to make proposals or suggestions.

5. Louisiana provides limited assistance to secondary students. Very little tutoring is carried out, even during summer terms, and the credit accrual matrix of the MSRTS forms are not completed. Not enough emphasis has been placed upon the needs of the high school student.

RECOMMENDATIONS

1. Should funding for educational assistance of migratory families decline, subgrants to LEAs for use in summer schools should be the first to be cut. Regular term projects are capable of reaching a larger number of students, and being a homebase state produces a decline in the population during the summer months.

2. The Louisiana Migrant Criterion-Referenced Tests should first be used as a diagnostic instrument and next as an evaluative instrument. The turn-around time on score reports must be cut to a minimum to provide real-time data for teachers.

3. Parental involvement should be stressed, but the activity of Parent Advisory Councils should be down-played. While parents are available for input to project planning and evaluation through home visits and the telephone, they do not have the time to attend meetings which require large amounts of travel in sparsely populated rural areas. Project approvals should require evidence of parental input and not a PAC membership list.

4. More emphasis must be placed upon assistance to secondary students. Assistance in the area of record up-dating in credit accrual is of foremost importance. With the proposed changes to the MSRTS information in secondary credit accrual, interest in the secondary student should increase.

APPENDIX A

ELIGIBILITY FORM

Louisiana Migrant Education Authorization Form

Student Status (Check one and enter number in square)

1. Interstate Agriculture
2. Intrastate Agriculture
3. Formerly Agriculture

[ ]

4. Interstate Fishing
5. Intrastate Fishing
6. Formerly Fishing

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PARISH: _____

MIGRATORY CHILD'S NAME Last	First	MI	SEX	DATE OF BIRTH MO.	DA.	YR.	V.	PLACE OF BIRTH City, County/Country	ST.	HOMEBASE ADDRESS City	St.	SCHOOL	GR.

LEGAL PARENTS Last	First	CURRENT PARENTS Last	First	CURRENT ADDRESS Street/Rt./Box
Father		Father		City
Mother		Mother		State, Zip

DATE LAST MIGRATED ACROSS A SCHOOL DISTRICT OR A STATE LINE THAT DETERMINES ELIGIBILITY ___/___/___ TO: TOWN _____ STATE: _____ ZIP: _____

DATE ELIGIBILITY EXPIRES (Status 3 and 6 only) ___/___/___ FROM: TOWN: _____ STATE: _____ ZIP: _____

MIGRANT OCCUPATION THAT DETERMINES ELIGIBILITY ☐ AGRICULTURE ☐ FISHING ☐ FOOD PROCESSING ☐ HARVESTING/CULTIVATION OF TREES PAST PRESENT

ADDITIONAL INFORMATION _____

The reason this information is being collected for the Migrant Student Record Transfer System (a nationwide computer system) has been explained to and understood by me. I understand it will be available for me to see and obtain if I so desire. The above information is true and correct to the best of my knowledge and I consent to the enrollment of the children named on this form.

DATE _____ INTERVIEWER _____ PARENT OR GUARDIAN _____

LEA - Original; SEA - Pink copy; Recruiter - Yellow copy; TAB - Gold copy

Revised September, 1980

APPENDIX B

EVALUATION QUESTIONNAIRE

LOUISIANA STATE DEPARTMENT OF EDUCATION
BUREAU OF TITLE I, ESEA, MIGRANT EDUCATION
Post Office Box 44064
Baton Rouge, Louisiana 70804

ANNUAL EVALUATION QUESTIONNAIRE FOR MIGRANT EDUCATION PROGRAMS

School Year 1982-83

INSTRUCTIONS: Complete in triplicate. Retain one copy and submit two copies to the above address. Regular term projects should be completed and submitted to the State Office by July 29, 1983. Summer term projects should be completed and submitted to the State Office by September 30, 1983.

Name of Educational Agency	Parish	Type of Project (check only one Regular Term ___ Summer Term ___
Address (Street, City, Zip Code)		Phone Number of Contact Person
Person Responsible for Evaluation	Signature	Project Number

DEFINITION OF TERMS

The following definitions are provided to establish a common consensus of certain terms used in the Annual Evaluation Questionnaire.

UNDUPLICATED COUNT is used to denote the actual number of participating students for whom funds were allocated to the school district or the actual number of participants in a given assignment or category. The unduplicated count should identify a participant only once for the identified classification in the report.

PROJECT is used to denote the school district's plan to assist educationally disadvantaged students as described in the Title I Migrant application. A school district may have one or more approved projects.

Number of sites where migrant personnel operated during the indicated term was _____.

I. PARTICIPANTS:

A. Give the unduplicated count of migrant children by migratory status provided any service during this term.

Agricultural Interstate	(1)	_____
Agricultural Intrastate	(2)	_____
Agricultural Settled-out	(3)	_____
Interstate Fisher	(4)	_____
Intrastate Fisher	(5)	_____
Settled-out Fisher	(6)	_____

B. Give the unduplicated count by type of service.

MSRTS Only	_____
MSRTS and Instructional Services	_____
MSRTS and Supportive Services	_____
MSRTS, Instructional and Supportive Services	_____

C. Give the unduplicated count by grade level.

Preschool	_____	7	_____
K	_____	8	_____
1	_____	9	_____
2	_____	10	_____
3	_____	11	_____
4	_____	12	_____
5	_____	Ungraded	_____
6	_____		

D. Give the count by racial/ethnic group.

Native American (Indian)	_____
Asian or Pacific Islander	_____
Hispanic	_____
Black, not Hispanic	_____
White, not Hispanic	_____

E. Number of Limited-English Proficient _____

F. Number of migrants who graduated from high school _____

G. Number of migrants who dropped out of high school _____

II. STAFF:

Give the number of migrant funded staff positions for each job classification. Give the percentage of part-time staff.

Administrative _____

Instructional

- Curriculum Specialists _____
- Teacher _____
- Aide _____
- Other (Specify) _____ _____

Supportive

- Clerical (not MSRTS) _____
- Health _____
- Recruiter _____
- MSRTS Specialist _____
- Nutrition _____
- Pupil Transportation _____
- Other (Specify) _____ _____

III. STAFF DEVELOPMENT

A. Give the number of personnel by category who attended inservice/ staff development workshops.

	Category				
Type of Workshops	Administrative	Instructional	Supportive	Parents	Non-Project Personnel
Local Level Workshops					
State Level Workshops					
Regional Workshops					
National Workshops					
MSRTS Workshops					

B. Give the number of personnel who participated in inservice and staff development activities by topic.

	Category			
Topic of Inservice	Administrative	Instructional	Supportive	Parents
General Program Orientation				
Curriculum/Instruction				
CRTS and SIS				
Recruitment and Identification				
Cultural Awareness				
Health				
Parental Involvement				
Other (specify)				

IV. PARENTAL INVOLVEMENT

A. Give the number of parents involved in the following activities:

Local PACs _____

State PAC _____

Project Planning _____

Project Implementation

Assistance in Classroom Activities _____

Assistance in Supportive Service Activities _____

Employed in LEA Projects _____

Project Evaluation _____

B. The unduplicated number of parents involved was _____.

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V. INSTRUCTIONAL SERVICES RECEIVED

A. Give the number of children participating by grade level and instructional services (migrant funded).

Instructional Services	Grade Levels												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading													
English as a Second Language													
Other Language Arts													
Mathematics													
Other Instructional Services (Specify) _____													
_____													
_____													

B. Give the number of children participating in pre-school services.

_____

C. Give the number of children participating in special educational services for the handicapped. _____

VI. SUPPORTIVE SERVICES

Give the number of children who received the following medical services by funding source:

	Screening and Examinations		Follow-up Treatments	
	Funding Source		Funding Source	
	Migrant	Non Migrant	Migrant	Non Migrant
Visual				
Audio				
Physical				
Dental				
Immunization				

	Funding Source	
	Migrant	Non Migrant
Health Education		
Immunization Up-date on MSRTS		
Preventive Dental Care		
Medication purchased		
Counseling		
Transportation		
Home Visits		

VII. COORDINATION WITH OTHER PROGRAMS

Check the cocperative contribution received from other program sources/agencies and give brief description of the cooperative effort.

A. Education Programs

Federal _____

State _____

Local _____

B. Health Departments _____

C. Family and Children's Services _____

D. Migrant Advocacy Groups _____

E. Civic Organization _____

F. Churches _____

G. Other Social Service Agencies _____

VIII. DISSEMINATION

A. Briefly describe the information dissemination techniques and distribution of materials for the purposes of program development content and evaluation:

1) on an interstate basis:

2) on an intrastate basis:

B. Indicate the method and number of local dissemination in each category below.

	News-paper	Radio	T.V.	Organizations			Parents
				Schools	Civil	Volunteer	
News Releases							
*Letters							
Appearances							
*Brochures							

*original only

IX. PROGRAM EFFECTIVENESS (Each area must have an entry; all apply.)

A. State each objective that was listed in your application and tell whether it was met. If the objective was not met, give the reason. (Use separate sheet.)

B. Describe the most effective aspects of your project or activities that include new approaches in educating migrant children.

C. Indicate migrant activities that were conducted and met with little or no success. What are your recommendations for improvement?

D. What gaps remain in the types of services provided for migrant children? What additional programs are needed to provide services to migrant children?

X. CONSTRUCTION - EQUIPMENT

If your application specified the purchase of equipment or construction, list and describe how was it used to meet your program objectives?

XI. EXPENDITURES

Indicate the total amount expended in each of the following areas from the migratory budget:

Administration:

- Salaries _____
- Supplies _____
- Travel _____

Instruction:

- Salaries _____
- Supplies/ Materials _____
- Travel _____
- Building/ utilities _____
- other _____

Supportive Services:

- Salaries _____
- Supplies _____
- Travel _____
- other _____

Parental Involvement _____

Idirect cost. _____

other (specify) _____

APPENDIX C

MIGRANT POPULATION BY PARISH 1976-198

TOTAL STUDENTS ENROLLED IN 1976-1982

PARISH	1976	1977	1978	1979	1980	1981	1982
ACADIA				60	82	146	184
ALLEN			24	60	84	122	139
ASCENSION			12	13	12	25	51
ASSUMPTION			24	51	59	194	394
AVOYELLES	132	197	226	244	243	239	190
BEAUREGARD			3	54	90	95	141
BIENVILLE			5	24	41	74	58
BOSSIER			29	56	73	86	119
CADDO			6	35	57	61	64
CALCASIEU	15	17	27	25	45	47	50
CALDWELL	85	81	85	131	171	218	226
CAMERON	116	231	251	209	272	321	292
CATAHOULA	346	398	534	535	562	593	609
CLAIBORNE				63	71	91	100
CONCORDIA	SEE CATAHOULA						
DESOTO			36	47	70	73	107
EAST BATON ROUGE			25	148	239	534	773
EAST CARROLL	25	58	57	110	119	131	98
EAST FELICIANA			6	7	1	15	43
EVANGELINE	222	220	270	318	306	306	262
FRANKLIN				170	201	225	211
GRANT				69	183	228	213
IBERIA	50	77	46	45	42	68	128
IBERVILLE	8		34	93	258	418	571

	1976	1977	1978	1979	1980	1981	1982
JACKSON			6	21	74	125	132
JEFFERSON	69	65	472	653	868	1273	1571
JEFFERSON DAVIS			70	130	195	203	207
LAFAYETTE	32	9	2	2	4	14	16
LAFOURCHE			137	129	109	188	360
LASALLE	SEE CATAHOULA						
LINCOLN			8	56	66	86	74
LIVINGSTON			67	106	142	141	132
MADISON			59	109	190	171	142
MOREHOUSE	95	69	164	192	200	161	157
NATCHITOCHES			118	341	689	758	786
ORLEANS	1,236	1,050	1,073	1,454	2,035	2,367	2544
OUACHITA	101	169	235	255	250	258	296
PLAQUEMINES		5	35	59	154	212	219
POINTE COUPEE			10	23	54	93	137
RAPIDES	138	219	309	318	382	381	357
RED RIVER			24	65	81	84	90
RICHLAND	375	451	498	597	691	755	690
SABINE			46	144	203	229	235
ST. BERNARD							
ST. CHARLES			26	24	12	13	13
ST. HELENA	11	11	26	70	156	192	163
ST. JAMES				7	9	37	42
ST. JOHN			6	6		3	5
ST. LANDRY	160	149	139	162	152	216	229
ST. MARTIN		36	73	109	139	196	227

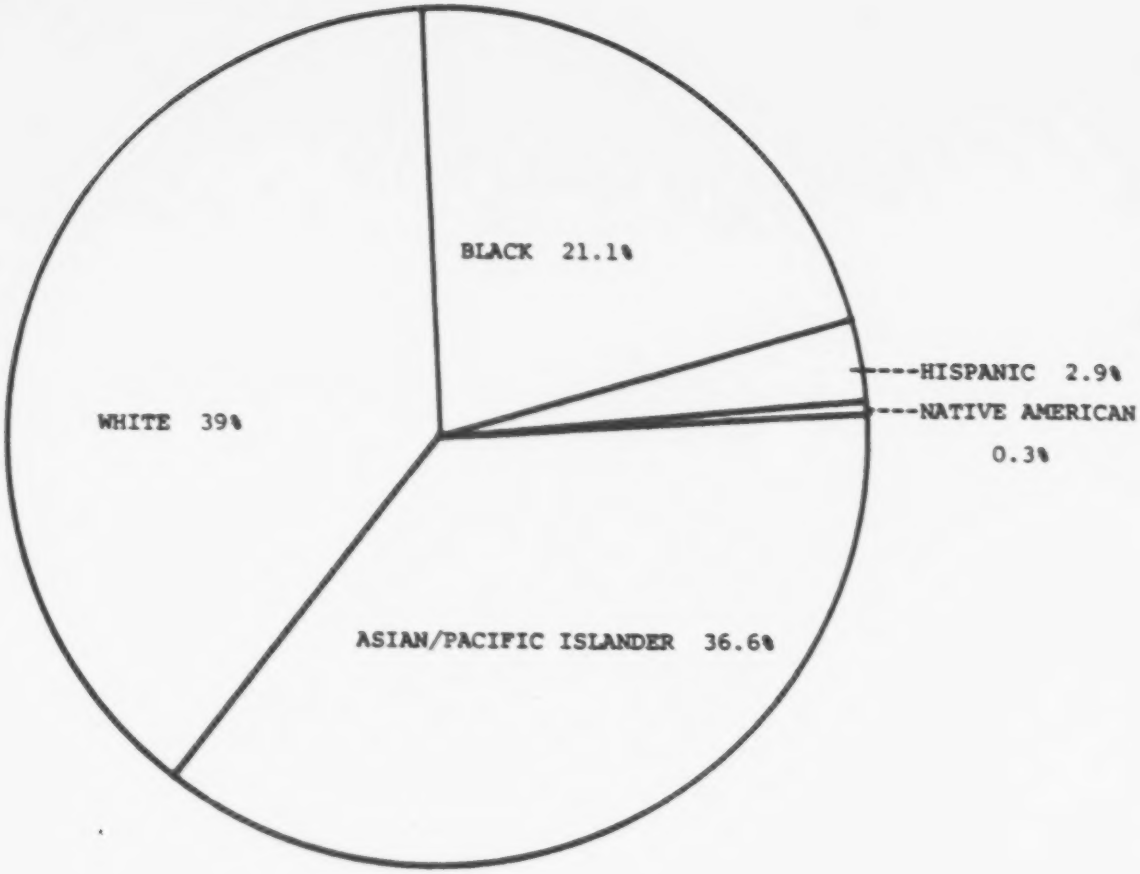
PARISH	1976	1977	1978	1979	1980	1981	1982
ST. MARY	149	137	205	251	257	421	430
ST. TAMMANY			22	34	121	126	63
TANGIPAHOA	340	528	677	736	875	1,083	1041
TENSAS	88	114	118	140	159	171	177
TERREBONNE	30	25	89	333	759	1,027	1104
UNION	39	37	72	74	79	83	138
VERMILION	60	57	42	79	88	105	96
VERNON			52	126	168	162	155
WASHINGTON			35	81	112	124	120
WEBSTER				4	5	10	8
WEST BATON ROUGE			32	68	98	228	324
WEST CARROLL	597	514	535	525	516	542	473
WEST FELICIANA				0			2
WINN				54	99	132	166
CITY OF ~~BOGA~~LUSA					7		TO
(State Office)BKXN			2	2	2		
CITY OF MONROE						3	62
TOTAL ENROLLED	4,516	4,924	7,185	9,802	13,115	16,144	17,627
TOTAL FTE	2,618	3,388	5,690	7,877.89	11,295.35	13,834.35	14,904.96

APPENDIX D

GRAPHICAL STATISTICS

FIGURE 1

Migrant Ratio Breakdown



Percent of School Age Migrants Receiving Services during Regular Term

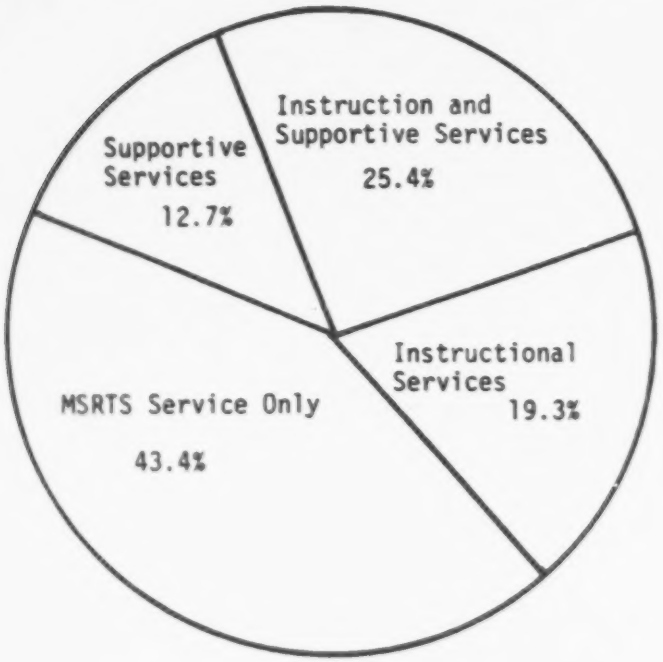
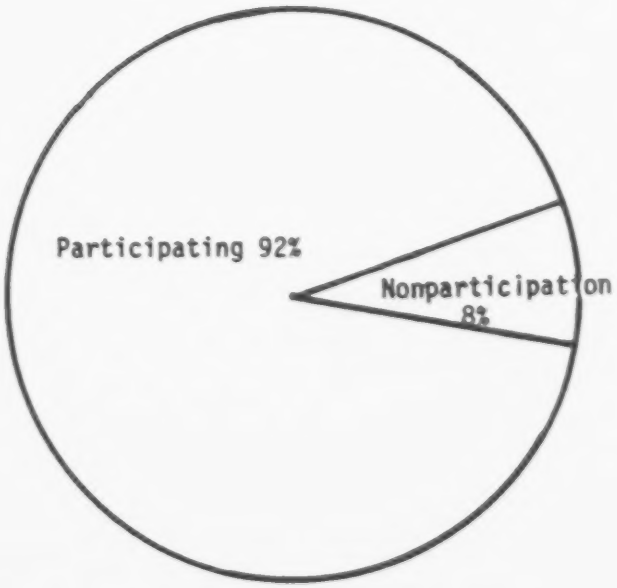


FIGURE 3

Percent of Migrants Residing in Participating and Non-Participating Parishes



APPENDIX E

EVALUATION CHECKLIST

APPENDIX E

Citation Form*

The *Standards for Evaluations of Educational Programs, Projects, and Materials* guided the development of this (check one):

request for evaluation plan/design/proposal
evaluation plan/design/proposal
evaluation contract
evaluation report
other

To interpret the information provided on this form, the reader needs to refer to the full text of the standards as they appear in Joint Committee on Standards for Educational Evaluation, *Standards for Evaluations of Educational Programs, Projects, and Materials*. New York: McGraw-Hill, 1980.

The *Standards* were consulted and used as indicated in the table below (check as appropriate):

Descriptor		The Standard was deemed applicable and to the extent feasible was taken into account	The Standard was deemed applicable but could not be taken into account	The Standard was not deemed applicable	Exception was taken to the Standard
A1	Audience Identification	X			
A2	Evaluator Credibility	X			
A3	Information Scope and Selection	X			
A4	Valuational Interpretation	X			
A5	Report Clarity	X			
A6	Report Dissemination	X			
A7	Report Timeliness		X		
A8	Evaluation Impact	X			
B1	Practical Procedures	X			
B2	Political Viability	X			
B3	Cost Effectiveness	X			
C1	Formal Obligation			X	
C2	Conflict of Interest	X			
C3	Full and Frank Disclosure	X			
C4	Public's Right to Know	X			
C5	Rights of Human Subjects	X			
C6	Human Interactions	X			
C7	Balanced Reporting	X			
C8	Fiscal Responsibility	X			
D1	Object Identification	X			
D2	Context Analysis	X			
D3	Described Purposes and Procedures	X			
D4	Defensible Information Sources	X			
D5	Valid Measurement	X			
D6	Reliable Measurement	X			
D7	Systematic Data Control	X			
D8	Analysis of Quantitative Information	X			
D9	Analysis of Qualitative Information	X			
D10	Justified Conclusions	X			
D11	Objective Reporting	X			

Name: James M. Robertson (typed) Date: May 10, 1984

James M. Robertson (signature)

Position or Title: Supervisor of Instruction and Evaluation

Agency: Louisiana Department of Education/Migrant Education

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Relation to Document: Author
(e.g., author of document, evaluation team leader, external auditor, internal auditor)

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